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ABSTRACT

Concerned school leaders can make a real difference in the education of educators. Six tasks which school leaders can undertake to aid in restructuring teacher education are identified and discussed. School leaders can: (1) make preservice and continuing education true priorities; (2) cooperate in establishing professional development centers; (3) actively participate in recruiting and selecting students for preservice teacher education; (4) stop relying so heavily on prepackaged inservice programs; (5) support teachers, principals, and central administrators who engage in collaboration with college faculty in planning innovative teacher education programs; (6) demand higher quality programs for teacher candidates and work collaboratively toward that goal. The call-to-action articulated in this guide is based upon several research-based conclusions related to the status of teacher education. These conclusions, from "Teachers for Our Nation's Schools" by John I. Goodlad, are outlined. (IAH)

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ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY: A GUIDE FOR SCHOOL LEADERS

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WHAT SCHOOL LEADERS CAN DO TO HELP CHANGE TEACHER EDUCATION

by Richard W. Clark, Bellevue, Wash., School District

ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY: A GUIDE FOR SCHOOL LEADERS

The issuance of John I. Goodlad's book, *Teachers for Our Nation's Schools*, is a milestone in the continuing dialogue on reform in teacher education. Accompanying this volume are four guides to illustrate specific actions for renewing the education of educators simultaneously with reforming the nation's schools. The guides grew out of a project, Advancing the Agenda for Teacher Education in a Democracy, sponsored by the American Association of Colleges for Teacher Education, the Center for Educational Renewal at the University of Washington, and the Education Commission of the States. The production and printing of the guides in this series were underwritten by grants from the Exxon Education Foundation and Southwestern Bell Foundation. The four guides are as follows:

- *What Business Leaders Can Do To Help Change Teacher Education*
- *What College and University Leaders Can Do To Help Change Teacher Education*
- *What School Leaders Can Do To Help Change Teacher Education*
- *What State Leaders Can Do To Help Change Teacher Education*

These foundations and others have provided substantial support for Dr. Goodlad's effort. In 1990, the Exxon Education Foundation alone contributed $ 1.125 million in grants toward the Education of Educators Project.

The opinions, conclusions, and recommendations expressed in this guide do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education or the other groups listed above. The AACTE does not endorse or warrant this information. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. The authors were encouraged to express their judgment freely. The reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

Copies of the guides in the series, *Advancing the Agenda for Teacher Education in a Democracy*, may be ordered from:
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ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY

Ideally, America's elementary and secondary schools should assure that all of the nation's young people will learn to think clearly and critically, live honorably and productively, and function effectively in a social and political democracy. In reality, the schools fall short of the mark.

Many people are raising substantial questions about America's schools, and reform is much on their minds and in the news. But they must realize that the schools will not change until teacher preparation programs change.

Long-term school reform depends on having all teachers in a school working together, constantly reviewing and improving the whole. Because of the way they are prepared, most teachers lack systematic training in consensus building or experience in working as a team with administrators and parents to improve the overall school. Preparation programs focus on work in individual classrooms, not on school reform. Yet, school reform is in trouble unless teachers learn to see beyond the limited horizon of the classroom.

If schools are to achieve their promise as institutions of a democracy, they must be staffed by teachers who are well-educated, who clearly understand their moral and ethical obligations as teachers in a democratic society, who have a solid grounding in the art and science of teaching, and who take seriously their responsibilities as stewards of the schools. If schools are to have such teachers, then teacher education must undergo serious renewal in tandem with the reform of public schools.

The nation is at a critical juncture, with a rare opportunity at hand. During this decade, many teachers will retire or switch careers. Schools will hire two million new teachers to fill these vacancies. How they are selected, prepared, and inducted into teaching will be crucial to the success of school reform. Likewise, many professors in both liberal arts

and education will retire. Colleges and universities also can further school reform by appointing faculty who will work toward teacher education renewal.

Reforming schools and reforming teacher education must proceed simultaneously. One cannot have good schools without good teachers. Conversely, teachers must learn how to teach in good schools. At present, neither the schools nor the teacher education programs are good enough.

TEACHERS FOR OUR NATION'S SCHOOLS

A blueprint for the simultaneous renewal of schools and the education of educators is put forth in John I. Goodlad's latest book, *Teachers for Our Nation's Schools**. Using surveys, interviews, and visits to representative colleges and universities with teacher education programs, Goodlad and his colleagues have gathered a formidable amount of data on the teacher education enterprise. *Teachers for Our Nation's Schools* presents Goodlad's conclusions and summarizes the richness and depth of this five-year study, the largest ever on the subject.

Goodlad raises serious concerns about

- the nation's changing demographic and economic conditions that are creating new expectations for teachers and schools in a democracy,
- the inadequate way teachers are being prepared,
- the neglect teacher education suffers, and
- the state's tendency to overregulate this professional preparation program.

As the following conclusions from the report illustrate, a tremendous amount of commitment, energy, creativity, and support will be required to revitalize teacher education.

Conclusion: Teachers do not know enough to teach about the responsibilities of living in a democracy.

The schools have a moral imperative to enculture the young into a democracy and to instill in them the disciplined modes of thought required for effective, satisfying participation in human affairs, Goodlad writes. He argues that it is fundamental for all students to learn what democracy is, how it works, and what their responsibilities are for full participation.

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* Goodlad, John I. 1990. *Teachers for Our Nation's Schools*. San Francisco: Jossey-Bass.

Teacher education programs, however, pay scant attention to helping prospective teachers develop an understanding of democracy—in the broadest sense of the word—and what it means to teach students their moral and intellectual responsibilities for living in a democracy. Nor do teacher education programs devote systematic attention to the means by which all students can be provided the intellectual tools for participating broadly in the human conversation.

Conclusion: Colleges and universities provide little sustained commitment to teacher education.

College presidents rarely consider teacher education a priority for themselves or their institutions, Goodlad reports. Many teacher education programs are tolerated merely because of economic or political expediency. These programs often have no organizational identity, no faculty with decision-making authority, and no constancy of budget and personnel. Faculty are penalized for involvement in teacher education by the current reward structure.

College and university leaders must embrace their social responsibility and strive to fully fund and support, actively promote, and vigorously advance their teacher education programs, according to Goodlad, or they must quit the business of preparing teachers. The president must establish a clearly identifiable group of academic and clinical faculty, drawn from the college and from elementary and secondary schools, and give this group the authority and responsibility for the teacher education program and its students.

Conclusion: The undergraduate curriculum is inadequate for prospective teachers.

Teachers should be among the best-educated members of society. In reality, their general education consists of disconnected courses in arts and sciences. (Of note, these are the same courses that all other students take and that have been heavily criticized as inadequate in recent years.) These courses are followed by more disconnected courses in an academic specialization, methods courses for teaching, and field work and student teaching

in local schools. Typically, these courses bear little relation with each other or with what has preceded or will follow.

New curriculum. Goodlad recommends a new curriculum for prospective teachers to include

- a pre-education sequence, much like pre-med for doctors, giving students a solid, coherent academic foundation, a sophisticated understanding of democracy, and an introduction to the art and science of teaching what they are learning;
- a professional education sequence for the study of learning, teaching, and schooling; and
- postgraduate sequence of well-supervised practice in clinical schools where ongoing assessment and renewal are standard practices.

The curriculum must be sequenced thoughtfully, with elements deliberately integrated to enable students to see the relationships across disciplines and between academics and teaching. The curriculum also must address how teachers, working with colleagues, administrators, parents, and community leaders, can continually renew their schools.

Clinical schools. Goodlad believes a wide variety of laboratory settings and exemplary schools must be available to teacher education students for observation, hands-on experiences, internships, and residencies. Clinical arrangements demand close collaboration between the schools and the university, and clearly delineated connections between class work and field work. For a school to qualify as a clinical site, its teachers and administrators must demonstrate their willingness to engage in constant, critical review and renewal of the school's structure and performance. The number of students admitted as a cohort to the teacher education program must not exceed the number of available positions in clinical schools.

Conclusion: Socialization of new teachers tends to reinforce the status quo.

During student teaching and during their first few years of work, new teachers may be charged with idealism and committed to making improvements, but they are likely to have little impact. New teachers face the tyranny of the status quo: "We've always done it this way," or "Welcome to the real world," or "Forget all that nonsense they taught you in ed school." The message is to fit in. Discouraged and disillusioned, many teachers quit; half leave the profession within five years. Of those who remain, many become isolated, trying to do the best they can in their individual classrooms.

Those who would make mentoring with experienced teachers the basis of professional preparation for beginning teachers are, in effect, supporting the status quo.

Conclusion: Because of shortages, some states allow teachers to become certified through questionable shortcut programs.

To meet shortages, state officials are turning to shortcut preparation programs because they are cheap and quick, but these programs have serious disadvantages. The novices prepared in shortcut programs are the greenest of greenhorns with respect to teaching. Their baccalaureate coursework, often completed many years ago, was just as fragmented as that of teacher education graduates, and the former have even less knowledge of how to teach, of teaching in a democracy, and of working collaboratively to improve the schools. In addition, their student teaching has occurred in the very schools that everyone has condemned as ineffective.

Goodlad insists that state certification policies must strongly support teacher education programs without unwarranted intrusions. Programs "must be free from curricular specifications by licensing agencies and restrained only by enlightened, professionally driven requirements for accreditation," he writes. In addition, programs "must be protected from the vagaries of supply and demand by state policies that allow neither backdoor 'emergency' programs nor temporary teaching licenses."

THE TASK AHEAD

Despite the achievements of the school reform movement, schooling in America is still in serious trouble. Goodlad's recommendations in *Teachers for Our Nation's Schools* offer hope. By linking school reform with reform of the education of educators, the chances are substantially increased for lasting improvements in schooling.

Creating the kinds of schools the nation needs and educating the kinds of teachers those schools need mean a tremendous amount of work during the next two decades. The successful simultaneous reconstruction of teacher education and the schools will require diligence, resources, and patience. Of greatest importance will be the ability and willingness to think clearly and to stay the course. Faced with a tough and sometimes politically risky job, some will be tempted to look for easy remedies, quick fixes that involve less risk, less time, and fewer resources. But to fulfill the promise of *Teachers for Our Nation's Schools*, all concerned must avoid the easy way out.

Leaders in schools, colleges and universities, states, and businesses are encouraged to join Goodlad's and other educators' effort to advance the agenda for teacher education in a democracy. This booklet provides a brief overview of the call-to-action.

WHAT SCHOOL LEADERS CAN DO TO HELP

Concerned school leaders stand ready to make a commitment to restructuring preservice teacher education. They are aware of the growing need for new teachers because of the increasing numbers of teachers retiring or opting for new careers. They are aware of the reluctance to invest the necessary resources in upgrading educator preparation programs. They are aware that traditional teacher education programs cannot fill their needs for new teachers, especially minority teachers. They see that too many new teachers do not understand the diversity of students in today's schools. Far-sighted school leaders understand that the shortcomings of preservice programs force them to provide different kinds of inservice education programs.

Concerned school leaders are exploring ways they can become partners with colleges and universities in the preservice preparation of future educators. They reject outright the idea that a professional preparation program can operate without a valid field experience, and they recognize that the few remaining laboratory schools, while providing exemplary settings for practical training, are too few to prepare the number of new educators they will need and too selective in populations to provide representative student bodies. They also see the need to link reforms in preservice education with continuing education.

Concerned school leaders can make a real difference in the education of educators.

1. Make preservice and continuing education true priorities.

Lip service to the education of educators will not achieve the results to satisfy the urgent need for well-prepared future educators. School leaders must demonstrate their commitment through actions. They must, for example, adopt policies and goals, allocate funds in the budget to support their policy decisions, and hire and develop the staff needed to follow through.

Set policies and goals. It is incumbent upon school leaders, first, to take a stand and set policy that makes teacher education a priority for the school or school district, and second, to hold the institution accountable for the quality and support of the program. School leaders can set up a task force composed of administrators, teachers, and community members including parents to examine the current district role in educating educators. Whenever possible, this task force should function in conjunction with partnership arrangements between the local school district and one or more institutions of higher education. The task force should produce policy recommendations for school board action and for provisions in collective bargaining agreements where these may need modifying. The task force also should recommend district goals for implementing general policies and strategies, and set time lines.

Allocate funds. School leaders should be prepared to use district resources to assist in improving the education of educators. Assistance may require, for example, significant contributions to the salaries of school personnel engaged in teacher or administrator education programs, and it may include providing paid internships and other paid experiences for prospective teachers. Experience to date suggests that time free of other duties is essential for teachers working with preservice and continuing education. Such time can ensure success but costs money, whether in the form of release from teaching duties at specific times or a lightened teaching or administrative load to allow staff to oversee some aspect of the program.

Hire and develop faculty. Teaching an adult differs from teaching a child, and relatively few teachers and administrators possess the knowledge and skills necessary to teach other educators and help them develop professionally. To secure the personnel for this educational assignment, school district leaders must create position descriptions and conduct recruitment efforts with the added requirement that applicants know about adult development. If

district leaders choose to use an existing school as a professional development center, they will need to make sure the center's personnel have the skills and knowledge necessary for the newly assigned tasks or provide an education program for faculty and staff.

Continuing education opportunities linking district professionals with their colleagues on the university campus must also occur. These sessions must go beyond the traditional orientations for mentor teachers to focus on developing knowledgeable teams from both settings.

2. Cooperate in establishing professional development centers.

A professional development center is a school that is seriously engaged in developing itself into an exemplary setting, both for educating children and for educating teachers and other educators in preservice and continuing education programs. A center should be a place where reflective practice is the norm and where professionals understand the moral dimensions of teaching.

In cooperation with colleges and universities, school district leaders must be willing to designate some of their schools as professional development centers and to work collaboratively with the colleges to make these schools viable institutions for teacher education. The following suggests activities to be considered in setting up a center.

Identify professional centers as a key district responsibility. Centers must be seen as legitimate district functions, not as independent agencies or as laboratory schools loaned by districts to colleges and, thus, beyond the influence of local constituents.

Work with constituents. School district leaders must work with their varied constituents to encourage bold deviations from the norm in curriculum and instruction in these exemplary centers. This task may include establishing policies, providing training, and disseminating information so that teachers, parents, and students are assured that the quality of classroom instruction will be enhanced by a school's becoming a professional development center.

Create centers of inquiry. Professional development centers must be schools where teachers actively engage in critical inquiry. Prospective teachers should see practicing professionals engaged in research concerning issues important to teaching and learning. Educators in these centers must be habitual, critical users of current research and be grounded in historical and philosophical thought in both their discipline and education.

Develop entire school as a center of renewal. Professional development centers must operate on the premise that the entire school—not just the master teacher with whom a student teacher works—helps shape a new professional.

Select cooperating teachers. Teachers who not only understand effective teaching practices but also are skilled adult educators must be selected to work in professional development centers.

3. Actively participate in recruiting and selecting students for preservice teacher education.

Recruitment of future teachers requires a change from the usual passive receiver role characteristic of most district involvement in preservice teacher education programs. School leaders should undertake the tasks of recruiting and selecting prospective teachers with the same care and zeal used for acquiring teachers during times of shortage.

Enroll a cohort of students. District leaders must insist that teacher education programs enroll their students as a cohort—a group of individuals who learn from each other, as well as from their professors and mentors.

Assure the presence of minorities in these cohorts. District leaders should follow the lead of forward-thinking communities that have programs to identify future teachers while they

are still in high school, and to provide structured activities for them that continue through college.

4. Stop relying so heavily on prepackaged inservice programs.

Prepackaged inservice education programs do not reflect reasoned assessment of the needs of schools by the professionals working in those schools. Usually such programs result in professionals being pulled from one fad to another. Instead of relying on packages, inservice programs must stress the following.

Emphasize reflective practice. Instead of generic teaching models that offer quick instructional solutions, district leaders must shift their support to the development of faculty and administrators who engage in critical inquiry regarding their professional practices.

Build multiple skills. The key is to assure that teachers are skilled in many teaching methodologies and approaches to enable them to use strategies appropriately. The following examples all have a place in district inservice programs: cooperative learning, Socratic questioning, coaching of students, whole-class discussions, the use of case studies, simulations, teacher and student role playing, story telling, technology, writing across the curriculum, and problem-solving techniques.

5. Support teachers, principals, and central administrators who engage in collaboration with college faculty in planning innovative teacher education programs. (The corollary is that colleges must support those from districts who take such risks.)

Merely creating a joint committee between schools and colleges or universities or assigning an administrator duties as liaison to the college is not enough. More specific supportive activities include the following.

Help school faculty and administrators understand the university culture. Teachers and other school district educators need to understand the promotion requirements, norms of inquiry, and other cultural characteristics of higher education if they are to engage in effective collaborative planning with faculty and administrators from colleges.

Help university faculty and administrators understand school culture. College faculty tend to talk down to the professionals who work in schools. District leaders should take the initiative and create forums in which school and university faculties engage in dialogue among equals. Sessions that focus, for example, on the tasks of helping children learn in a classroom setting are the kinds of conversations in which teachers and professors quickly discover that each has a bank of knowledge and a perspective that is of value to the other.

Make support known. School officials must make their support for strengthening teacher education programs known to the university's administrators and to the regents and legislators who set priorities.

6. Demand higher quality programs for teacher candidates and work collaboratively toward that goal.

Complaining to each other that colleges are not producing good teachers is an unlikely way for school district leaders to produce a positive change in the education of educators. *Forceful demands for improvements must be made.* School district leaders can make their demands known by applying leverage in the following ways.

Be selective in providing field experiences. School officials must seriously consider limiting their involvement with field placement of preservice teacher candidates. Specifically, school officials should accept only as many student teachers as space in the professional development center allows and bring them into the center as a cohort. Also, school officials should insist on helping to select the students.

Hire selectively. When hiring, district leaders must give primary attention to candidates who finish education programs that respond to the current needs for professional education. Conversely, leaders must reject candidates from unsatisfactory or marginal programs.

Develop union support. District leaders should take the initiative in working with the organizations representing their professional employees to assure that union leaders are committed to the collaboration. To accomplish this, district leaders must engage union leaders early and continuously in discussions.

Develop support among parents. Parents may fear that their children's education will suffer if the district expands its efforts in the education of educators. Involving parent leaders early and continuously in discussions and establishing continuing information programs should help parents understand that well-constructed programs will benefit their children. District leaders also should consider having parent representatives on collaboration committees.

CALL FOR ACTION

The needs are great, but progress already is being realized. Throughout the country, school district leaders are recognizing their role and beginning to act. In one successful partnership program, the National Network for Educational Renewal, school districts are pairing up with colleges and universities to create professional development centers. The results thus far are highly promising for improved learning.

School district leaders must make a deliberate and sustained commitment to the actions outlined here to restructure the education of educators. School leaders will need to decide what actions are most appropriate for their schools and communities, set goals, and assign responsibilities so that progress is not left to chance.

RESOURCES

For more information on the education of educators and what school leaders can do, please contact:

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Dr. David G. Imig, Executive Director, American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-2412, 202/293-2450.

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Ms. Susan Fisher, Coalition of Essential Schools, Box 1938, Brown University, Providence, RI 02912, 800/662-2266, ext. 3384.

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